SECTION V.   BECOMING A WSR SCHOOL

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Describes the steps in selecting a WSR model;
- Describes the process for whole school alternative program design selection;
- Suggests areas of consideration in selecting a WSR model;
- Outlines the alignment of WSR, bilingual education and special education; and
- Describes the role of the district in WSR.

Regulations Related to Section V
***N.J.A.C.* 6A:24**

1.2 - Definitions
1.4 - Responsibilities of Local Districts
2.2 - Responsibilities of SMTs
4.1 - Implementation of WSR Model
4.2 - Whole School Alternative Program Design
4.3 - Submission of WSR Implementation Plan
4.4 - School-Based Budgets
4.5 – WSR Implementation Issues

A.   ADOPTION OF A WSR MODEL

1. All Abbott schools must implement a whole school reform (WSR) model or alternative program design to meet the requirements pursuant to *N.J.A.C.* 6A:24.

2. To be an approved whole school reform (WSR) model developer, WSR model developers must align all instructional materials and all instructional processes in the model with the New Jersey Core Curriculum Content Standards. The department shall provide an analysis of that alignment for use by schools implementing the model.

3. Any new elementary school and any secondary school that is not a WSR school may apply to implement a Whole School Alternative Program Design, rather than select an established WSR model. (See subsection E regarding alternative program design.)

4. Any elementary or secondary school that opens after July 1, 2000 shall, within 90 days, consult with the department to develop a plan for submitting an application to participate in the implementation of WSR.

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5. An intervention team shall be assigned to work with any secondary school that has not selected a WSR model or alternative program design by January 30, 2001. The team will:

- identify barriers which are affecting the school's ability to implement comprehensive school reform; and
- make recommendations for corrective action.

6. Based on the team's recommendations, the Commissioner may direct the following actions to occur at the school site:

- Restructuring of curriculum and all school-based services and programs;
- Redirection of all building allocations and expenditures to support comprehensive school reform which will result in student attainment of the CCCS;
- Assessment of the roles and responsibilities of all school personnel;
- Reallocation of staff, including reallocation to other schools in the district, to support school reform; and
- Development and implementation of a comprehensive professional development plan for all staff, which will ensure increased student achievement as demonstrated by the results of the state assessments and other assessment tools.

B.   IMPLEMENTATION OF A WSR MODEL

1. All schools that are WSR schools shall continue to implement the WSR model selected, except as provided in *N.J.A.C.* 6A:24-4.5.

2. The nine elements of WSR shall be addressed in a WSR model adopted by a school in an Abbott district. The nine elements are described in Sections III, V, VIII, and IX of this guide and include:

   a) Improved Student Performance
   b) Research-based Program
   c) School-based Leadership and Decision-making
   d) Integration and Alignment of School Functions
   e) Educational Technology
   f) Professional Development
   g) Safe School Environment Conducive to Learning
   h) Student and Family Services/Coordination of Resources
   i) Reward System

3. The regulations outline additional requirements that must be met in selecting and implementing a WSR model **in secondary schools** (see Glossary in section XI for definition of secondary schools):

By January 30, 2001, all secondary schools shall submit to the department an application for implementation of whole school reform for the 2001-2002 school year. The application must be for:
1. a research-based WSR model; or
2. a whole school alternative program design.

A high school shall identify its assessed needs and consider its unique characteristics by incorporating an effective combination of the following research-based strategies for high schools:

- Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles;
- Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time;
- Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction;
- Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments;
- Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Curriculum Content Standards; and
- Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model, or the whole school alternative program design.

C.   PROCESS FOR SELECTION OF A WSR MODEL

To APPLY as a WSR school, the regulations state:

1. The DOE shall provide application forms, including instructions and timelines.

2. To implement an approved model, a school shall have the agreement of the developer.

3. A separate application is required for each school.

4. The school principal and staff shall make an informed choice to use the WSR model.

5. The district administration and school staff must agree to fully implement the model within three years and maintain implementation of the model thereafter.

6. All requirements of the developer shall be addressed.

7. An agreement shall be signed by the district, the school and the developer to implement the model in accordance with the developer's and the DOE's requirements.

8. There shall be a clear commitment by the district administration, school staff, parents and community to faithful replication of the model selected.

9. Extensive professional development shall be implemented according to the requirements of the developer and the DOE.

10. The district shall allocate the necessary resources to implement the model, and the school shall use the allocated resources for this purpose.

11. The school shall integrate all local, state and federal resources into the funding of the WSR implementation plan.

12. The school shall restructure all existing programs to focus on the WSR model being implemented.

13. A plan shall be in place to continue to reduce class size by September 2002 to 1:21 for grades K-3, 1:23 for grades 4-8 and 1:24 for grades 9-12. The plan shall also include an aide in kindergarten.

Upon selection of a model, incorporate the required programs for secondary schools into that model pursuant to 6A:24-6.1.

D. CONSIDERATIONS IN SELECTING A WSR MODEL

The following section lists several areas to consider in the selection of a WSR model. The reason for selecting a particular model should be tied to critical needs specific to the school. Selection should be based on those areas of strength and need that the school has identified. This should include a review of the status of the school's current educational reforms, educational programs and services and relevant student information (disaggregated by subgroups, e.g. racial/ethnic, grade and gender).

Helpful Hints
Considerations in Reviewing Current Status

It is recommended that schools consider these questions as they determine their critical needs:
1. Have we determined what students should know and be able to do upon exit from school – what students need to know, at various grade levels, in order to make progress towards defined exit results and how students are progressing?
2. Have we identified and collected necessary empirical data to determine how students are progressing on the identified areas?
3. Have we established the "standard" for proficiency or other desired result (e.g., passing score and the percentage of students attaining this standard or minimum average daily attendance (90%) and the percentage of students achieving that rate for the year)?
4. Have we utilized existing empirical data and gathered additional needed data, such as:
a. assessment of student knowledge (e.g., disaggregated results on state tests, standardized achievement tests, district criterion-referenced tests, and performance-based assessments);
b. other aspects of student attainment (e.g., promotions, advanced placement course enrollment, course completions); student participation and behavior (e.g., attendance, dropout rate); and
c. postsecondary plans and decisions of students (e.g. college attendance, employment information)?
5. Have we analyzed the data to determine the next steps required for school improvement?

Helpful Hints
Avoiding Pitfalls in the Selection Process

The most effective model will not work if it is imposed rather than selected by those who need to understand and implement the model. Therefore, consider the following to minimize pitfalls:

- Avoid forcing a match with a specific design, instead of allowing a school to select the model freely;
- Ensure that the school fully understands the model. Providing some guiding questions will be useful to the school;
- Avoid unnecessary staff turnover whenever possible;
- Ensure that the district's goals and objectives are aligned with and support WSR model selection and implementation; and
- Ensure that there is central office support for WSR model implementation that is backed up with actions that demonstrate this support.

Schools should fully utilize all available resources, including district staff expertise, staff development and support personnel, SRI team members (PIRC staff), and other DOE staff, in reviewing models and making a selection. Although the ultimate selection of a model rests with the school and SMT, the process leading to that selection needs to include all of these groups, as well as any other individual or group that has relevant expertise and can make a significant contribution to ensuring the best possible selection. Also key to model selection is to take into consideration other district/school initiatives for assessment and action planning. Consider how and if the model will restructure and integrate school-wide projects and other successful programs to focus on the WSR model being implemented.

Helpful Hints
The Matching Process

The New American Schools (NAS) is a nonprofit, nonpartisan organization that was founded in 1991 by business leaders who wanted to invest in improving the quality of public education. New American Schools is dedicated to assisting and supporting innovative, successful schools by implementing research-based, comprehensive school designs. New American Schools emphasizes the importance of the matching process in ensuring successful model implementation. To ensure an effective match, the school should consider the following during its research:

- Consistency of the model with the school's vision, needs, goals and objectives.
- District-level assistance requirements and responsibilities for model implementation (e.g., provision of a district coach);
- Major changes required in the school's philosophy, teaching methods, and assessment strategies, as well as faculty willingness to support these changes;
- Consistency of the model requirements with the school's plans for upgrading the teaching and learning program for the school;
- Consistency of the model's instructional materials with the district's adopted/approved texts;
- Model requirements for professional development along with faculty willingness to participate;
- Integration of model governance structures with mandated Abbott code requirements;
- Alignment of the model's student performance standards and curricula with state CCCS and local curricula;
- Model design match with the nine elements of WSR required in New Jersey; and
- Elimination of existing programs and strategies that are inconsistent with the model design.

In order to implement one of the approved models, a school must have an agreement with a developer for the next school year. The developer, in coming to that agreement with the school, is attesting to the fact that the school is ready to move ahead. However, before the school is ready to enter into this agreement, certain conditions must be met to ensure a successful outcome.

1. The school principal and all instructional and support staff shall make an informed choice to use the WSR model. Successful implementation will depend upon "buy-in" of all who must effectively implement the model. All staff, not solely the SMT, must

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be well informed about the models being considered. Therefore, the choice of the model must be based on a thorough understanding of what will be required of the staff as they implement each phase. The parents, as members of the school community, should be part of these explorations.

2. The school shall demonstrate that the staff is committed to the model. Additionally, the school staff shall have meaningful involvement in decision -making, development and implementation of the model. The school shall provide evidence that support is based on consensus or having the required percentage approval vote for the model by school staff. The school must document and record the voting process that will become part of the school's application to participate in WSR.

3. There shall be a clear commitment by the district administration, school staff, parents and community to faithful replication of the model selected. The central office should clearly outline how it will assist the school with the faithful replication of the selected model.

4. The district shall allocate the necessary resources to implement the model, and the school shall use the allocated resources for this purpose. Both the district and the school will commit resources to the implementation of WSR. Since WSR will be the focus of the school's efforts, fiscal and human resources should be reallocated to the school's WSR initiative.

5. The school shall restructure all existing programs to focus on the chosen WSR model. For instance, the school's reading specialist may become the school's facilitator; basic skills staff may become tutors as may some of the school's other specialists. In many districts, central office staff and resources have already been reallocated to the school level. The district may provide part of the funds for the professional development required. WSR is not an add-on to the school's existing programs but a replacement of them. Hence all resources must support the adopted model.

E. WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

According to *N.J.A.C* 6A:24-4.2 " Any new school that is not a WSR school may apply to implement a Whole School Alternative Program Design, rather than select an established WSR model. (The alternative program design application can be found at the end of this section.) The school shall submit an application to the Commissioner that demonstrates the following:

1. There is substantial evidence of high student achievement in that school for at least the last three years;
2. The Whole School Alternative Program Design addresses the elements of whole school reform set forth in N.J.A.C. 6A:24-4 by meeting each of the Whole School Alternative Program Design criteria set forth in this subsection; and
3. The school has informed the district of the school's commitment to implement a whole school alternative program design, and the district has demonstrated its commitment to support the school and its implementation of the program design.

The school may continue to implement the Alternative Program Design as long as there is evidence of progress toward achievement of the Core Curriculum Content Standards."

Eligible secondary schools shall submit an application to the DOE by January 30, 2001 for the 2001-2002 school year. The department shall develop a rigorous process, involving outside experts, to review applications for approval to implement a Whole School Alternative Program Design. A school shall be notified of the department's decision by May 2001. A school whose application is not approved shall select a department-approved WSR model pursuant to *N.J.A.C.* 6A:24-4.2.

According to *N.J.A.C.* 6A:24-4.2 (c) An application for approval to implement a Whole School Alternative Program Design shall include the following:

1. <u>A Needs Assessment:</u> Each school shall conduct a needs assessment that is based on the elements of Whole School Reform set forth in *N.J.A.C.* 6A:24, and on student achievement of the Core Curriculum Content Standards. The needs assessment shall describe which elements of whole school reform currently exist, which ones are missing, and how the missing components will be addressed. The needs assessment shall include:
   a) The academic needs of students;
   b) The health and social needs of students;
   c) The availability, current capacity and needs of community resources;
   d) The curricular, instructional (regular and specialized), programmatic, and staffing needs of the school in the Core Curriculum Content Standards, including visual and performing arts, comprehensive health/physical education, language arts literacy, mathematics, science, social studies and world languages;
   e) The professional development needs of the teachers;
   f) The facilities needs; and
   g) An estimate of the resources necessary at the school level to fund the design.

2. <u>Effective Research-Based Methods and Strategies:</u> There shall be reliable research supporting the key components of a design and evidence of effective practices, including evidence that the program has worked successfully in the applicant school and/or in other schools with similar characteristics. The design shall identify the research that supports each of its key components.

3. <u>A Comprehensive Program Design:</u> The design shall:
   a) Align and coordinate all instructional programs to the Core Curriculum Content Standards;
   b) Address educational needs of children with limited English proficiency, children with disabilities and early childhood education programs;
   c) Address student needs during the instructional day and include strategies for early intervention for those students who are not making progress (for example, ongoing assessment of student achievement);

d) Address summer and after-school supplemental programs where needed, through the application for particularized need established in *N.J.A.C.* 6A:24-5.1;

e) Integrate educational technology into all aspects of curriculum and instruction to support achievement of the Core Curriculum Content Standards as set forth *N.J.A.C.* 6A:24-4.1;

f) Ensure that there shall be sufficient management and support personnel to facilitate planning and operating of all instructional programs; and

g) Be comprehensive and shall incorporate a common vision and mission for the school and include the integration of effective programs and strategies.

4. <u>Emphasis on Reading Literacy:</u> The design shall include an intensive reading literacy component. The design shall be based upon national models to ensure that every elementary student will be reading at grade level by the end of the third grade and that every secondary student is expected to meet state standards in Language Arts Literacy as determined by the GEPA and HSPA.

5. <u>Class Size Reduction:</u> The design shall reduce class size in grades K-3 to 21 children and in grades 4-8 to 23 children and in grades 9-12 to 24 children or demonstrate a program of smaller class sizes geared to more effective learning, including class-size reduction in reading.

6. <u>Faculty Buy-In and Support Within the School:</u> The school shall demonstrate that the school staff is committed to the design. Additionally, the school staff shall have meaningful involvement in decision making, development and implementation of the design. The school shall provide evidence that support is based on consensus or on an 80 percent approval vote by school staff.

7. <u>Parental Involvement:</u> The design shall provide for meaningful parental involvement in decision-making, including participation on the SMT, instructional program, and implementation of the design.

7. <u>An Instructional Facilitator:</u> A teaching staff member shall be designated to ensure that all the elements of the design are properly implemented and coordinated.

9. <u>Professional Development:</u> The design shall provide high-quality and continuous staff professional development and training and shall comport with current continuing education regulations. Teachers shall be provided with the knowledge and resources necessary to implement the design including inservice training and support in the form of facilitation and peer assistance. Professional development shall be designed to help teachers assist students in achieving and sustaining significantly higher levels of proficiency.

10. <u>Goals, Benchmarks, Evaluation and Accountability:</u> Student performance shall be tied to the Core Curriculum Content Standards and the state's proficiency tests. The design shall establish interim benchmarks and assessment mechanisms to

achieve the goals. A continuous evaluation mechanism and an accountability system shall be developed as part of the design.

11. <u>Coordination and Referral of Resources in the Community:</u> There shall be a mechanism in place to ensure effective utilization, referral and coordination of school and community resources, including federal, state and local, as well as KidCare and Medicaid, to address problems faced by the child and to maximize the child's opportunity to learn. This shall include a school-based family support team trained to meet health, nutritional and social services needs of the child.

12. <u>Adequate Facilities:</u> The district's long-range facilities plan shall demonstrate adequate facilities to ensure the successful implementation of the design. There shall be facilities sufficient for the delivery of art, special education, music, science and world languages consistent with the approved curriculum and instruction.

13. <u>School-based Budgeting</u>: The design shall require the use of school-based budgeting to ensure that an analysis of the entire school budget is conducted to allocate funds sufficient to support the school curriculum based on the Core Curriculum Content Standards and all required and needed secondary programs.

14. <u>A Safe and Secure Learning Environment</u>: The design shall ensure that sufficient security is provided to the school so that a safe and secure environment shall be provided for learning. The district's student code of conduct shall be implemented as part of the design.

15. <u>Articulation Among Whole School Reform Programs and Schools</u>: The school's design shall address the need for articulation within the school, among the school and other schools in the district, along with the central office.

16. <u>School-Based Leadership</u>: A School Management Team shall be established and function in each school in accordance with *N.J.A.C.* 6A:24-2.

16. <u>Required Programs in Secondary Schools</u>: Each secondary school shall identify how it integrates the required programs in secondary schools pursuant to *N.J.A.C.* 6A:24-6.1.

Applications for a Whole School Alternative Program Design will be read by a review team consisting of DOE departmental staff and external specialists. The team will review the applications to identify those schools that meet the eligibility criteria for implementing a Whole School Alternative Program Design. Applications will be reviewed for the following requirements:
- evidence of high student achievement for at least the last three years;
- extent to which the design addresses the elements of whole school reform set forth in N.J.A.C. 6A:24-4 by meeting each of the whole school alternative program design criteria set forth in N.J.A.C. 6A:24-4.2; and
- commitment of the school and district to the design.

Based on the review of the applications, schools that do not meet the three-year achievement standards will be notified that they are not eligible and must select a department-approved Whole School Reform model. Schools that meet the three-year achievement standards will receive a site visit to verify and confirm the information presented in the applications. Schools will be approved for a Whole School Alternative Program Design if the review team confirms the existence of the required elements.

F. INTEGRATING MANDATED PROGRAMS SUCH AS BILINGUAL/ESL and SPECIAL EDUCATION WITH WSR

The school's WSR model and plan must align and coordinate all parts of the instructional and educational programs (including regular education, special education, and bilingual education), as well as the related supplemental programs, to the CCCS. The program must be comprehensive and incorporate a common vision and mission for the school and include the integration of effective programs and strategies for all students and programs. This includes addressing the educational needs of children with limited English proficiency, children with disabilities and children in early childhood education programs. It's important to remember that WSR **does not** supplant the Bilingual and Special Education Administrative Code. It is further emphasized that these programs are, and must be, maintained and supported as developmental, not supplemental or remedial.

The purpose of the Bilingual Education Act of 1974 (*N.J.S.A.* 18A.35-15 *et seq.*) is to ensure that all limited English proficient (LEP) students receive a free, appropriate public education. Bilingual education means a full-time program of instruction in all courses and/or subjects given in English *and* the native language of the LEP students. All students in bilingual education programs are required to receive English as a Second Language (ESL) instruction appropriate to their level of functioning. To qualify for state categorical aid, districts must submit a program plan describing how they will provide Bilingual Education, English as a Second Language, and English Language Services to all qualified students. Services provided to LEP students must be in accordance with the provisions of law and code.

It is equally critical for the school plan to fully provide for meeting the needs of students with disabilities. The Individuals with Disabilities Education Act Amendment of 1997 (IDEA) (20 USC 1401 et seq.) authorizes a number of provisions designed to promote participation of students with disabilities in the general education curriculum within general education programs. The intent of these provisions is to improve program effectiveness and educational results for students with disabilities.

To this end, special education programs and services should be coordinated with all local school district improvement efforts. School districts included in New Jersey's whole school reform initiative should involve special education personnel in the process of selecting a WSR model and related professional development activities. Similarly, students with disabilities should be an integral consideration in all aspects of WSR program planning and implementation.

The extent of an individual student's involvement in a whole school reform program should be determined by the mandated participants developing the student's Individualized Education Program (IEP). Program modifications and supplementary aids and services that can facilitate the student's participation in a specific WSR model should be considered during the IEP development and specified in the IEP, if needed.

G. WSR AND THE CENTRAL OFFICE

For WSR to be effective, it must be a tightly woven system where all efforts are integrated and aligned and are headed in the same direction. Fragmentation and the continuation of divergent programs are not acceptable. Therefore, it is the responsibility of the district central office to ensure that schools are led by effective principals and that the SMTs are operating properly. SMTs may require assistance from the central office in thinking through how current program resources can be reallocated to support the comprehensive model they have chosen. See Section III regarding these responsibilities.

New Jersey Department of Education

Division of Student Services

APPLICATION

FOR

WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

2001-2002

INSTRUCTIONS AND FORMS

Due Date: January 30, 2001

INTRODUCTION

The implementation of Whole School Reform (WSR) was recommended by the Department of Education (DOE) in *A Study of Supplemental Programs and Recommendations for the Abbott Districts* (November 1997) presented to the New Jersey Supreme Court. The Court in its May 21, 1998 *Abbott v. Burke* decision directed "that the State require the Abbott districts to adopt some version of a proven, effective whole school reform design with Success for All/Roots and Wings as the presumptive elementary school model." In addition, the Court's decision allows elementary and secondary schools in the Abbott districts to select from among approved WSR models. The regulations allow elementary and secondary schools to implement a Whole School Alternative Program Design rather than select an established WSR model if these schools can document three years of significant student achievement. The code also requires that each elementary school meet 16 elements and each secondary school meet 17 elements pursuant to *N.J.A.C.* 6A:24-4.2 to have its locally developed ("home-grown") design approved. Schools that select a model other than a prescribed WSR model must justify their selection. Schools deemed eligible by the DOE may consider a Whole School Alternative Program Design.

Schools in the Abbott districts are invited to complete this application for a Whole School Alternative Program Design. Through this process, schools have the opportunity to submit their homegrown program to the DOE for consideration as a Whole School Alternative Program Design. The homegrown design that schools describe in this application should be in place and currently demonstrating success in the schools. Applicants should provide appropriate information that demonstrates what currently exists in their schools and how their homegrown program meets the requirements for being considered a Whole School Alternative Program Design. If elements of a Whole School Alternative Program Design are missing from the school's program, these elements should be identified with an explanation indicating how these missing elements will be addressed.

The DOE is committed to the implementation of WSR to ensure a thorough and efficient education for children in the Abbott districts.

REVIEW PROCESS

A review team of DOE staff and external specialists will review the submitted applications to identify those schools that meet the eligibility criteria for implementing a Whole School Alternative Program Design. A school whose application is not approved shall select a department-approved WSR model.

APPLICATION SUBMISSION

Schools applying for a Whole School Alternative Program Design should submit their application on or before **Tuesday, January 30, 2001.** The forms (i.e., *Cover Page, Student Achievement, and Establishing Eligibility for a Whole School Alternative Program Design*) for submitting the application are found in Section II (pgs. 20-39) of this document.

Each school must submit the original and three copies of the application for a Whole School Alternative Program Design to the Director, Office of Program Review and Improvement. In addition, one copy should be submitted to the County Superintendent's office **and** the appropriate PIRC noted on the following chart.

OFFICE	# of Copies	OFFICE	# of Copies
Orlando Castro, Director, NJ Department of Education Office of Program Review and Improvement P.O. Box 500 Trenton, New Jersey 08625-0500	Original and 3 copies	Joan Tomlin, Program Manager PIRC-**Central** 1090 King Georges Post Road, Bldg. 9 Edison, NJ 08837	2 copies
Eunice Couselo, Acting Program Manager PIRC-**North** 240 So. Harrison Street East Orange, New Jersey 07018	2 copies	Donna Snyder, Program Manager PIRC-**South** 1492 Tanyard Road Sewell, NJ 08080	2 copies
Your County Superintendent's Office	1 copy		

INSTRUCTIONS

A.   Whole School Alternative Program Design

Schools that meet the criteria pursuant to *N.J.A.C.*6A:24-4.2 must complete and submit this application as specified in the INSTRUCTIONS. Appropriate forms are contained in Section II of this application. Requirements for completing these forms are as follows:

1. Cover Page: Submit the completed cover page.

2. Student Achievement: Submit the requested data to show student achievement for at least three years of student test results.

For items 3 – 5, provide a narrative or chart that fully addresses each area. Attach additional pages as needed. The purpose of this section is to:

- describe the design in sufficient detail;
- explain how long the design has been in place; and
- describe how it has contributed to the success of the school.

In addition in this section, the following areas are described:

- core components of the cchool's program design
- alignment with the Core Curriculum Content Standards (CCCS)
- commitment and support

3. <u>Core Components of the School's Program Design:</u> Identify and describe the core components of the school's program. Examples of program components can be found in national WSR models. For example, the essential components of The Comer School Development Program include the School Planning and Management Team, the Student and Staff Support Team, and a Parental Involvement Team. Another example of essential program components can be found in the Talent Development High School. Components of this model include a common core curriculum, learning environment, career focus of schoolwork, human learning community, opportunities for academic success, addressing attendance, extra help, recognition for improvement, recovery methods, and help with personal problems. The core components should be identifiable in the school.

4. <u>Alignment with the Core Curriculum Content Standards:</u> Provide evidence indicating the status of the school in aligning the program and content areas with the NJ Core Curriculum Content Standards in the following areas: visual and performing arts, comprehensive health and physical education, language arts/literacy, mathematics, science, social studies, world languages, and workplace readiness standards. For example, a chart format may be useful.

5. <u>Commitment and Support:</u> In order for Whole School Reform to succeed, support and participation are needed of those who must carry it out and are affected by it.
    a. Pursuant to *N.J.A.C.* 6A:24-4.2, implementation of a program design requires consensus or an 80 percent approval vote by school staff. If a vote was not taken to confirm support for the program design, indicate when this will happen. Describe and document the process that was used to establish the proposed program as the design of choice for the school. Include examples of meetings, workshops, etc. when the design was discussed.
    b. Describe how the district supports the implementation of the proposed whole school alternative program design. Examples of support from the district might include support in compiling and analyzing student achievement data, fiscal data, etc. that enable schools to make informed decisions about the unique characteristics and needs of the school, or provide funds to support school-based professional development focused on teaching strategies specific to the design.

6. <u>Establishing Eligibility for a Whole School Alternative Program Design</u>: To establish eligibility, it is important that the school describe how its program design addresses the essential elements for the Whole School Alternative Program Design. Each element should be addressed completely. Describe what currently exists, what is missing and how the missing elements will be addressed. In addition, a high school should address how it has incorporated or plans to incorporate an effective combination of research-based strategies. A chart format has been provided for your use. However, the school may choose its own format for presenting the same information.

APPLICATION

FOR

WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

2001-2002

Whole School Alternative Program Design
Fiscal Year 2001-2002

1. COVER PAGE

DATE:	GRADE LEVELS REPRESENTED: ___ - ___
DISTRICT:	TOTAL SCHOOL POPULATION:
SCHOOL:	REGION: ___North ___Central ___South
SCHOOL ADDRESS 1:	
SCHOOL ADDRESS 2:	
SCHOOL PRINCIPAL:	
PRINCIPAL PHONE:	
PRINCIPAL FAX:	
PRINCIPAL E-MAIL:	
DISTRICT CONTACT NAME and PHONE#:	

ASSURANCES AND CERTIFICATION

This certification should be signed and dated by the School Principal, the Chairperson of the School Management Team, and the Chief School Administrator.

Pursuant to **N.J.A.C.** **6A:24-4.2** the applicant hereby assures that the school is committed to the implementation of the design. In addition, the school staff had a meaningful involvement in the adoption, development and implementation of the design.

_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

_____   _____   _____
Typed Name of Chairperson, SMT   Signature of Chairperson, SMT   Date

_____   _____   _____
Typed Name of Chief School Administrator   Signature of Chief School Administrator   Date

Submit the correct number of requested copies of the Whole School Alternative Program Design on or before: **January 30, 2001**

2.1 STUDENT ACHIEVEMENT: 8th Grade

Evidence of strong student achievement is crucial for a school requesting permission to employ a Whole School Alternative Program Design. At the eighth grade, adequate student achievement is demonstrated using results from the Early Warning Test (EWT) for 1997-98, and the Grade Eight Proficiency Assessment (GEPA) for 1998-99 and 1999-2000.

Year	Name of Test	Subject Area	#Students Enrolled Gr. 8	#Students Tested	% General Education Students at Levels I and II	Mean Score for General Education Students	Comments
1997-98	EWT	Reading					
1997-98	EWT	Writing					
1997-98	EWT	Math					

Year	Name of Test	Subject Area	#Students Enrolled Gr. 8	#Students Tested	% General Education Students at or above Proficient Level	Mean Score for General Education Students	Comments
1998-99	GEPA	Language Arts Literacy					
1998-99	GEPA	Math					
1999-00	GEPA	Language Arts Literacy					
1999-00	GEPA	Math					

2.2 STUDENT ACHIEVEMENT

Below please summarize student standardized achievement test scores. List the name of the standardized achievement test used and the subject area tested. For each grade tested, note the number of students enrolled, the number tested, and the summary results for each year. Under "Comments," note reasons for exclusion of students from testing. Fill out a separate form for each subject area tested. Additional evidence of high student achievement may be submitted on a separate sheet of paper.

Name of Standardized Achievement Test: _____

Subject Area: _____

Grade	#Students Enrolled	#Students Tested	% General Education Students at or above set Minimum Level of Proficiency (MLP) 1997-98	% General Education Students at or above set Minimum Level of Proficiency (MLP) 1998-99	% General Education Students at or above set Minimum Level of Proficiency (MLP) 1999-00	Comments

2.3 STUDENT ACHIEVEMENT: 11th Grade HSPT

Evidence of strong student achievement is crucial for a school requesting permission to employ a Whole School Alternative Program Design. At the eleventh grade, adequate student achievement is demonstrated using results from the High School Proficiency Test (Static Cohort).

Year	Subject Area	#Students Enrolled Gr. 11	#Students Tested	% General Education Students Passing as of April (Static Cohort)	Mean Score for General Education Students (Static Cohort)	Comments
1996-97	Reading					
1996-97	Writing					
1996-97	Math					
1997-98	Reading					
1997-98	Writing					
1997-98	Math					
1998-99	Reading					
1998-99	Writing					
1998-99	Math					

3. CORE COMPONENTS OF THE SCHOOL'S PROGRAM DESIGN

Identify and describe the core components of the school's program. The core components should be identifiable in the school.

4. ALIGNMENT WITH THE CORE CURRICULUM CONTENT STANDARDS

Provide a chart or narrative to indicate the status of the school in aligning the program and content areas with the NJ Core Curriculum Content Standards.

5. COMMITMENT AND SUPPORT

Describe and document the process that was used to establish the proposed program as the design of choice for the school. Describe how the district supports the implementation of the proposed Whole School Alternative Program Design.

New Jersey Department of Education
Whole School Alternative Program

2001-2002

District: _____   County: _____

School: _____   Grades Served: _____

6. ESTABLISHING ELIGIBILITY FOR WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

Address each of the following elements. Indicate how the school's program design fulfills each of the elements. Please also address the following questions: What currently exists? Which elements are missing? How will the missing elements be addressed? Attach additional sheets of paper if necessary.

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
A Needs Assessment: Each school shall conduct a needs assessment that is based on the elements of Whole School Reform set forth in *N.J.A.C.* 6A:24-4.2, and on student achievement of the Core Curriculum Content Standards. The needs assessment shall include:	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
The academic needs of students;	
The health and social needs of students;	
The availability, current capacity and needs of community resources;	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
The curricular, instructional (regular and specialized), programmatic, and staffing needs of the school in the Core Curriculum Content Standards, including visual and performing arts, comprehensive health/physical education, language arts literacy, mathematics, science, social studies and world languages;	
The professional development needs of teachers;	
The facilities needs; and	
An estimate of the resources necessary at the school level to fund the design.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Effective Research-Based Methods and Strategies: There shall be reliable research supporting the key components of a design and evidence of effective practices, including evidence that the program has worked successfully in the applicant school and/or in other schools with similar characteristics. The design shall identify the research that supports each of its core components.	
A Comprehensive Program Design: The design shall: Align and coordinate all instructional programs to the Core Curriculum Content Standards.	
Address educational needs of children with limited English proficiency, children with disabilities and early childhood education programs.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Address student needs during the instructional day and include strategies for early intervention for those students who are not making progress (for example, ongoing assessment of student achievement).	
Address summer and after-school supplemental programs where needed. **Does the school currently have a summer and after-school program? How are these programs currently funded?**	
Integrate educational technology into all aspects of curriculum and instruction to support achievement of the Core Curriculum Content Standards as set forth in N.J.A.C. 6A:24-4.1(f)2.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Ensure that there shall be sufficient management and support personnel to facilitate planning and operating of all foundational and supplemental programs.	
Be comprehensive. The design shall incorporate a common vision and mission for the school and include the integration of effective programs and strategies. **Identify what these are.**	
Emphasis on Reading Literacy: The design shall include an intensive reading literacy component. The design shall be based upon national models to ensure that every elementary student will be reading at grade level by the end of the third grade and that every secondary student is expected to meet state standards in Language Arts Literacy as demonstrated by the GEPA and HSPA.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Class-size Reduction: The design shall reduce class size in grades K-3 to 21 children and in grades 4-8 to 23 children and in grades 9-12 to 24 children or demonstrate a program of smaller class sizes geared to more effective learning, including reading class-size reduction.	
Faculty Buy-In and Support Within the School: The school shall demonstrate that the school staff is committed to the design. Additionally, the school staff shall have a meaningful involvement in decision-making, development and implementation of the design. The school shall provide evidence that support is based on consensus or on an 80 percent approval vote by school staff.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Parental Involvement: The design shall provide for meaningful parental involvement in decision-making, including participation on the SMT, instructional program, and implementation of the design.	
An Instructional Facilitator: A teaching staff member shall be designated to ensure that all the elements of the design are properly implemented and coordinated.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Professional Development: The design shall provide high-quality and continuous staff professional development and training and shall comport with current continuing education regulations. Teachers shall be provided with the knowledge and resources necessary to implement the design, including inservice training and support in the form of facilitation and peer assistance. Professional development shall be designed to help teachers assist students in achieving and sustaining significantly higher levels of proficiency.	
Goals, Benchmarks, Evaluation and Accountability: Student performance shall be tied to the Core Curriculum Content Standards and the state's proficiency tests. The design shall establish interim benchmarks and assessment mechanisms to achieve the goals. A continuous evaluation mechanism and an accountability system shall be developed as part of the design.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Coordination and Referral of Resources in the Community: There shall be a mechanism in place to ensure effective utilization, referral and coordination of school and community resources, including federal, state and local, as well as KidCare and Medicaid, to address problems faced by the child and to maximize the child's opportunity to learn. This shall include a school-based family support team trained to meet health, nutritional and social services needs of the child.	
Adequate Facilities: The district's long-range facilities plan shall demonstrate adequate facilities to ensure the successful implementation of the design. There shall be facilities sufficient for the delivery of art, special education, music, science and world languages consistent with the approved curriculum and instruction.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
School-based Budgeting: The design shall require the use of school-based budgeting to ensure that an analysis of the entire school budget is conducted to allocate funds sufficient to support the school curriculum based on the Core Curriculum Content Standards and all required and needed secondary programs. Please provide costs associated with each component of the model. **Attach additional sheets if necessary.**	
A Safe and Secure Learning Environment: The design shall ensure that sufficient security is provided to the school so that a safe and secure environment shall be provided for learning. The district's student code of conduct shall be implemented as part of the design.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
Articulation Among Whole School Reform Programs and Schools: The school's design shall address the need for articulation within the school, between the school and other schools in the district, and with the central office.	
School-based Leadership: A School Management Team, shall be established and function in each school in accordance with *N.J.A.C.* 6A:24-2.	
Required Programs in Secondary Schools: Each secondary school shall identify how it integrates the required programs in secondary schools pursuant to *N.J.A.C.*6A:24-6.1.	

N.J.A.C. 6A:24-4.1	**Identify the research-based strategies that are already in place or the school plans to implement. Describe how they will be implemented.**
Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles.	
Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time.	
Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction.	
Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments.	
Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Curriculum Content Standards.	

Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model or the whole school alternative program design. Use a variety of assessments and evaluations to measure the effectiveness of WSR implementation and improve the transition between high school and postsecondary education.	

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